

Course Information



Immigrant Exp Lit/Film (HU)

INTL 2040-001

Fall 2025

Course Section Information

Days: T Th

Time: 11:30

Campus: Taylorsville

Classroom: AAB 214

Course Description

This course is a study of human migration as told through literature and film. The course will look at issues related to the experience of immigration such as identity, prejudice, racism, assimilation, and multiculturalism.

Semester(s): Fall & Spring

Course Prerequisites/Co-requisites

None

Textbooks, Readings, and Course Materials

Title: The Immigrant Experience

Subtitle: Your textbook is embedded in your Canvas course.

For more information on textbook accessibility, contact Accessibility & Disability Services at ads@slcc.edu.

Course Student Learning Outcomes

- Engage in the humanistic tradition of questioning and exploring the human experience as it relates to immigration -- spotlighting the central role that values play in perceiving and understanding the meaning(s) of human experience -- through close reading, comprehension, interpretation, and analysis of a variety of texts, poems, plays, stories, speeches, paintings, musical compositions, film, etc.
- Develop skills to communicate effectively. By centering the acquisition of critical literacies in reading, writing, speaking, listening, and visual understanding, students will apply their analyses in specified contexts and modalities, effectively organizing and presenting ideas and information visually, orally, and in writing.
- Develop skills to engage with diverse groups and individuals in order to produce professional work and interact competently across cultures, articulate understanding and appreciation of human differences and act in accordance with standards of professionalism and civility.
- Demonstrate the ability to think independently, analytically, critically, and creatively about the products of culture and the information they contain: Identifying, analyzing and evaluating arguments as they occur in their own and others' work; analyzing similarities and differences among values of diverse cultures, contexts, and artistic products; and making connections across disciplines.
- Participate in projects which incorporate both individual and group assessment, including a semester-long group project aligned with course themes and engaging students to explore the political, historical, economic or sociological aspects of immigration; with a central focus on solutions-based learning and community engagement.

Assignment Schedule

Due Date	Assignment Name	Assignment Type	Points
	Introduce Yourself	Discussion	0
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9/2/25	Module 1 Preflection	Quiz	5
9/5/25	Module 1 Reflection	Quiz	5
9/8/25	"For Sama" A Critical Film Watcher's Guide	Assignment	16
9/8/25	Module 2 Preflection	Quiz	5
9/12/25	Module 2 Reflection	Quiz	5
9/15/25	Module 3 Preflection	Quiz	5
9/19/25	Module 3 Reflection	Quiz	5
9/22/25	Orientation Quiz	Quiz	7
9/22/25	Module 4 Preflection	Quiz	5
9/26/25	Module 4 Reflection	Quiz	5
9/29/25	Introduce Yourself	Discussion	10
9/29/25	Module 5 Preflection	Quiz	5
9/29/25	Class Project: Outline and Individual Role Agreement	Assignment	50
9/29/25	Photo Essay	Assignment	16
10/3/25	Module 5 Reflection	Quiz	5
10/6/25	Module 6 Preflection	Quiz	5
10/10/25	Module 6 Reflection	Quiz	5

Due Date	Assignment Name	Assignment Type	Points
10/13/25	Module 7 Preflection	Quiz	5
10/13/25	Cultural Artifact	Assignment	16
10/15/25	Module 7 Reflection	Quiz	5
10/20/25	Early Course Design Feedback Survey	Quiz	7
10/20/25	Module 8 Preflection	Quiz	5
10/20/25	Class Project: Individual Work Submission	Assignment	50
10/24/25	Module 8 Reflection	Quiz	5
10/27/25	Module 9 Preflection	Quiz	5
10/31/25	Module 9 Reflection	Quiz	5
11/3/25	Module 10 Preflection	Quiz	5
11/3/25	Map Assignment	Assignment	16
11/7/25	Module 10 Reflection	Quiz	5
11/10/25	Module 11 Preflection	Quiz	5
11/14/25	Module 11 Reflection	Quiz	5
11/17/25	Module 12 Preflection	Quiz	5
11/17/25	Current Events in U.S. Immigration	Assignment	16
11/21/25	Module 12 Reflection	Quiz	5
11/24/25	Module 13 Preflection	Quiz	5
11/26/25	Module 13 Reflection	Quiz	5
12/1/25	Module 14 Reflection	Quiz	5

Due Date	Assignment Name	Assignment Type	Points
12/2/25	Policy Article Analysis	Assignment	16
12/5/25	Module 14 Preflection	Quiz	5
12/8/25	Class Project Final Reflective Essay on Experiential Learning.	Assignment	50
12/8/25	End of the Course Feedback Survey	Quiz	12
12/8/25	Signature Assignment: The Incommensurability Problem	Assignment	100

Coursework & Assignment Descriptions

Course Graded Work

Class Assignments (40%)

A Critical Film Watcher's Reflection Essay

This assignment asks you to utilize the tools of critically analyzing films, which we discussed in the previous class, applying those tools to your viewing of our first film of the semester, For Sama. See Canvas instructions.

Photo Essay

In this assignment, you will relate what you have learned so far about concepts of "Home" and "Journey" by selecting a photograph (personal or stock) and responding to questions I have provided in the Canvas instructions.

Cultural Artifacts Assignment

For this assignment, you will be choosing an artifact that is representative of your cultural experience. Detailed instructions can be found on Canvas, but generally speaking, you will be describing the connections between the artifact and your heritage, your journeys, your identities, and more. You will be drawing on knowledge and skills you've developed in the first several weeks. For this assignment, expect to be digging into (aka researching) your own story, your own history.

Undergraduate Research Assignment

For this assignment, you will choose an immigration issue that you would like to research. You will be carrying out specific research tasks that are described in the Canvas instructions, including identifying academic and other sources; summarizing significant moments in policy, history, first-hand narratives, etc.; and creating a 300-word abstract for a paper that you would like to write on this topic.

Current Immigration Matters in U.S. Politics Assignment

For this assignment, you will be researching and analyzing the current political climate regarding immigration by focusing on one or two key policy/political initiatives. What are specific immigration issues dominating politics? What are the narratives and competing narratives? Where do the candidates stand in relation to immigration initiatives and policies you've chosen? This is a 3-5 page paper. For more details, see Canvas instructions.

Policy Article Analysis

For this assignment, you will be digging deeper into one of the policies we've encountered in our class meetings by researching and identifying at least one scholarly article about your chosen policy and analyzing its arguments and implications, as well as how it

relates to major class themes and concepts this semester. Your analysis will include an assessment and reflection regarding at least 2 consequences of this proposed policy or event.

Signature Assignment: Incommensurability Problem (20%)

Your signature assignment for this course will encourage you to become a civically minded learner and will help you to understand your role and power in addressing some of the most pressing global issues of our time. Details of the assignment can be found on Canvas, but some of the specific elements of this Signature Assignment will have you:

- Identify an immigration issue you want to address; this could be labor, family separation, intercountry adoption - anything we have looked at this semester. This will likely include additional research to understand not only the issue generally, but also how it manifests in the local arena.
- “Shrink the Change”: Identify a civic engagement activity you have completed or will complete which would address this issue locally, while connecting to its global dimensions.
 - Compose a 3-5 page paper, analyzing the issue and engaged activity, applying concepts, principles and tools of analysis from course materials this term.

Class Group Project (30%)

Class Project Phase 1: Discussion Response

This is the first assignment in the Semester-Long Class Project. Summarize the primary ideas that arose from your class discussion about our semester-long project. Brainstorm how you might best contribute to the project, and what you learning experiences you think this event would provide for participants and community members. Aim to arrive at a list of 3-4 “learning outcomes” for this event. See Canvas instructions for more information.

Class Project Phase 2: Outlining Your Role in the Class Project

For this assignment, you will explain which committee you are on for the class project, why you chose it, and what you think you will bring to this committee. As part of this reflective essay, you will be identifying your own strengths and weaknesses as a project participant, as well as addressing a number of other prompts I have provided in the Canvas instructions.

Class Project Phase 3: Individual Work

For this assignment, you will be submitting your contribution to the installation class project. Full instructions are on Canvas, but in a nutshell, you will be creating a gallery-artifact for the class installation project, and explaining the significance of that artifact for exemplifying, illuminating, and analyzing your own story and the work you've done in the previous steps of this project. This assignment has two components to submit: the artifact itself (via photo or video, etc.) and an accompanying analysis of your artifact, applying the concepts and skills of our units so far.

Class Project Event: Installation Event Kick Off

For this graded element of the class, you will be attending the kick-off event for the Class Project, "How We Left Home." See Canvas for more information on how points are earned for this element, but generally speaking, your grade here will be based on your attendance, including your involvement in set-up or take-down, and in general, your participation and engagement in the event.

Class Project Final Element: Final Reflective Essay on Experiential Learning

For this assignment, you will be asked to reflect on your participation and discoveries/insights/knowledges that came out of your semester-long engagement with the "How We Left Home" Installation Project. Full instructions and prompt questions are available on Canvas, but one additional element for this assignment will include a general evaluation and analysis of the value of experiential learning.

Participation (10%)

This score is based on considerations such as: in-class discussion participation, preparedness, attendance, contributions, online page-views and page-interactions, respectfulness, and general engagement.

Grading Scale

Grading

Grades will be calculated according to how many points you receive out of the total points possible in the course according to the following scale:

93%-100% = A

90%-92% = A-

88%-89% = B+

83%-87% = B

80%-82% = B-

78%-79% = C+

73%-77% = C

70%-72% = C-

68%-69% = D+

63%-67% = D

60%-62% = D-

<60% = E (which stands for Failing)

Engagement Plan

I will respond back to your emails within 24 hours (unless it is the weekend or a holiday)

I will offer feedback on major assignments within 2 weeks from the date of submission.

The best way to contact me is via the Canvas Inbox, as I will prioritize this email over other modes of communication.

How to Navigate to Canvas

This course uses the Canvas course management system. All students must use Canvas to retrieve course readings, access web pages, upload assignments, receive course announcements, and review the class section's syllabus.

General Education Information

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This course fulfills the above requirement for the General Education Program at Salt Lake Community College. It is designed not only to teach the information and skills required by the discipline, but also to develop vital workplace skills and to teach strategies and skills that can be used for life-long learning.

General Education courses teach basic skills as well as broaden a student's knowledge of a wide range of subjects. Education is much more than the acquisition of facts; it is being able to use information in meaningful ways in order to enrich one's life.

While the subject of each course is important and useful, we become truly educated through making connections of such varied information with the different methods of organizing human experience that are practiced by different disciplines. Therefore, this course, when combined with other General Education courses, will enable you to develop

broader perspectives and deeper understandings of your community and the world, as well as challenge previously held assumptions about the world and its inhabitants.

How to Succeed in the Course

Come to class (except when you are sick!) You have to attend class in order to pass this class.

Talk to me about anything that is interfering with your ability to come to class.

Institutional Policies

As members of our academic community, we would like to invite you to review the Institutional Syllabus which covers important policies and procedures. This document contains important links for students on the code of student rights and responsibilities, academic integrity, and grading policies, Title IX and other important acknowledgements. By familiarizing yourself with this information, you can help us create a safe and respectful environment for everyone.

For more information, navigate to the Institutional Policies tab on the [Institutional Syllabus](#) page.

Learning Support and Tutoring Services

We are pleased to offer a range of tutoring and learning support services to help you achieve your academic goals. Whether you need assistance with a specific subject or want to improve your study skills, you have many options for tutoring or other support.

To learn more about the services we offer and how to access them, visit the [Institutional Syllabus](#) page under the Tutoring and Learning Support tab. We encourage you to take advantage of these resources to help you succeed in your studies. If you have any questions or would like to schedule a tutoring session, please don't hesitate to reach out to us. We are here to support you in any way we can.

Course Content Advisory

Please be advised that this course may include discussions, readings, and other content that some students might find distressing or triggering. Specifically, the course may cover topics such as:

- Violence or traumatic events
- Sensitive social and political issues
- Discussions of mental health, including depression and anxiety
- Graphic or explicit descriptions and imagery
- Any other specific content relevant to the course

Our aim is to explore these topics thoughtfully and respectfully, understanding their importance in our field of study. However, we recognize that such material can be challenging. If you have concerns about your ability to engage with certain course materials due to past experiences or personal reasons, please feel free to discuss this with me privately. We can explore alternative ways for you to engage with the material while ensuring your educational experience is not compromised.

Your well-being is important, and support services are available through the college's counseling support services should you need them.

Advising and Counseling Support Services

At our institution, we are committed to supporting your academic and personal growth. That's why we offer a range of advising and counseling services to help you navigate the challenges of college life. To learn more about the resources available to you and how to access them, visit the [Institutional Syllabus](#) page under the Advising and Counseling Support Services tab. Our advising team and the support centers across campus are here to support you in achieving your goals and overcoming any obstacles you may face.

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As students you should be aware of all important dates in the semester, such as the day that courses begin and end, as well as the drop date and the last day to withdraw. To learn more about those dates, navigate to the Student Academic Calendar below:

[SLCC Student Academic Calendar](#)

Class Schedule

Class Schedule and Due Dates

	Theme	Course Readings	Course Films
Week 1 8/26 & 8/28	Intro to Course: Concepts of Home, Leaving Home	Seven Ways to Watch Films More Critically	Begin watching For Sama https://www.pbs.org/wgbh/frontline/document/sama/
Week 2 9/2 & 9/4	Concepts of Home, Leaving Home	<ul style="list-style-type: none"> Tim Arevalo and Chia-Ti Chiu, "Home" 	For Sama
Week 3 9/9 & 9/11	Journey: Identity	<ul style="list-style-type: none"> Richard Blanco, "Mother Country" Jhumpa Lahiri, "My Two Lives" 	Brooklyn

<p>Week 4</p> <p>9/16 & 9/18</p>	<p>The "Other"</p>	<ul style="list-style-type: none"> • Mae Ngai, "The Johnson-Reed Act of 1924 and the Reconstruction of Race in Immigration Law" from "Impossible Subjects, Illegal Aliens, and the Making of Modern America," 	<p>Amreeka</p>
<p>Week 5</p> <p>9/23 & 9/25</p>	<p>Case Study:</p> <p>Muslims in America & Migration</p>	<ul style="list-style-type: none"> • Sam Haselby, "Muslims of Early America" • Fatimah Asghar, "On Loneliness," from The Good Immigrant 	<p>The Visitor</p>
<p>Week 6</p> <p>9/30 & 10/4</p>	<p>Case Study:</p> <p>Latinos in America & Migration</p> <p>(Visiting Speaker:</p>	<p>The Silenced American Podcast: Ciriac</p>	<p>Your Fellow Americans PBS Series</p> <p>Caudillo Family episodes</p> <ul style="list-style-type: none"> • Immigrant Opportunities • Lost Heritage • Latino Hatred

	Ciriac)		<ul style="list-style-type: none"> The American Dream
Week 7	Perilous Journeys:	Khaled Hosseini, - The Sea Prayer	Human Flow
10/7 & 10/9	Displaced People, Refugees & Asylum Seekers	Melissa Fleming, "All That is Left is the Sea," from A Hope More Powerful than the Sea	Additional Video Clips: Let me In: We Are Here Mandy Patinkin: Syrian Refugees
Week 8 10/14 & 10/16	Labor & Migration	Woody Guthrie, "Plane Wreck at Los Gatos" (aka "Deportee")	Food Chains Dolores Cesar Chavez
Week 10 10/21 & 10/23	Problematizing Race & Rescue: Inter-Country Adoption	Doris Marie Provine, "Institutional Racism in Enforcing Immigration Law" Richard Tesler, Mia Tuan & Jiann Bin Lee Shiao, "The Many Faces of International Adoption"	Lion First-Person Plural
Week 11 10/28 & 10/30	Concepts of Legality: Families	Juan Felipe Herrera, "Everyday We Get More Illegal" Reed Johnson, "La Santa Cecilia's New Single 'El Hielo'" (ICE)	Torn Apart Series: Separated at the Border, (and other episodes)

		is Cool Take on Immigration Law"	Video Clip: La Santa Cecilia, "ICE - El Hielo" Crossing Over
Week 12 11/4 & 11/6	Immigration Through Marriage	Jamaica Kincaid, "Girl"	Love Me
Week 13 11/11 & 11/13	Gender & Migration	Division for the Advancement of Women, Department of Economic and Social Affairs, United Nations, "Women and International Migration"	Joy Real Women Have Curves Saint Judy
Week 14 11/18 & 11/20	Queer Migration	Abdellah Taia, Salvation Army (excerpt) National Archives, Pieces of History, "Immigrating While Queer: Part 1"	And Breathe Normally LGBTQIA+ Stories: What It's Like to be an LGBT Asylum Seeker A Gay Russian's Asylum Seeker Struggle in Am
Week 15 11/25 & 11/27	Forced Migration	Karrie Fransman, "Over, Under, Sideways, Down"	Amistad Beasts of No Nation

			Born in Syria
Week 16		BallotPedia, Policy Change Reports 2016-present, including:	
12/2 & 12/4	Immigration Policy	<p>"SCOTUS Allows Public Charge Rule to Take Effect"</p> <p>"Senate Rejects Four Immigration Reform Proposals"</p>	
12/9 & 12/11		Final Presentations	Final Presentations